20 September 1965

MEMORANDUM FOR THE RECORD

SUBJECT: Critique of Records Officers Course

1. On 8 September 1965, I met with three of the more senior members of the Records Officers Course No. 33 class to discuss how the course might be improved. I decided to call the meeting because the course critiques were more caustic than usual and because my own observations over the course of watching a number of ROCs have led me to believe that the course is not as effective as it might be.

2. The class members and I examined the schedule point by point and the following main points were made:

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    a. ▓▓▓▓▓▓▓▓ talk could be condensed in its essence to about ten to fifteen minutes with a brief mention of the committees, the various types of officers who perform records functions. Possibly this talk could be combined into the beginning presentation.

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    b. The talk given by ▓▓▓▓▓ on the first day is useful but mistitled. We agreed that the talk should define the CS records system, what and where it is, concepts, terminology, and a brief description of the CS auxiliary indices.

    c. The discussion of ▓▓▓▓▓▓ presentations led me to ask   25X1A9a whether or not the members of the class had read the Records Handbook. Apparently most of the students do not find time to read the Handbook. Therefore, time should be set aside (about one hour) on the first day to permit the students to read it. In this way everyone would have a common point of understanding from the beginning.

    d. The students felt that the ISR talk was well given and necessary; however, it probably could be shortened to one-half hour.

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    e. It was felt that the ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓ presentations were not clear preceding ▓▓▓▓▓ presentation. The possibility of 25X1A9a having ▓▓▓ cover these subjects was discussed favorably.

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25X1A9a   f. ███████ presentation was well received, and the group thought
that ████ might be given more time and absorb the other RID presen-
tations. One of the suggestions was that ████ use a dispatch in the
hands of the students and trace what happens to it from the field   25X1A9a
through the various parts of RID.

25X1A9a   g. The group felt that ████████ is an excellent teacher and that
he probably enjoys teaching, but they felt that he tends to be too
verbose (possibly that he over-illustrates) and undisciplined in his
approach to the instruction. They felt that he could have covered his
subjects in one-half the time allotted to him. It was also noted that
he did not keep to the subjects as spelled out on the schedule.

h. The group felt that the destruction exercise on the last day of
the course was useful but suggested the following changes:

1) The POM aspect of the exercise is relatively meaningless
as long as time cannot be spent in critiquing each of the
documents the students work on. POM documents should be
eliminated.

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2) It was felt that ████████ should lead the students through
two or three items of the zeroxed problem.

3) Permit the students to work over the remainder of the
zeroxed items and then follow with a critique by ████████   25X1A9a
with enough time permitted to complete all of the items.

i. It was felt that the talk on the WALNUT system contributed
little to the course and that it should be eliminated.

j. The question and answer period was considered useful and it
was felt that it should be retained.

k. One of the statements made by one member of the group and
agreed to by the others was that the course should concern itself
more with "new paper" and what to do about it. This raises the old
question of whether the course should be slanted towards CS records
handling or the duties of the records officers. At the present time
it does neither effectively.

3. In view of the comments of the student group as noted above and
because of my own observations, I feel that the interested parties (CI Staff,
Systems Group, Records Integration Division, and OTR) should meet with a
view to improving the present course.

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Chief Instructor,
Records Officers Course